DOCUMENT RESUME

ED 215 087 CE 031 445

AUTHOR Golen, Steven
TITLE The Philosophical, Sociological, and Psychological Foundations of Curriculum.
PUB DATE [82]
NOTE 66p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Administrators; Attitude Measures; Beliefs; Business Education; Business Education Teachers; *Curriculum Development; *Educational Philosophy; Educational Policy; Educational Psychology; Educational Research; Educational Sociology; Foundations of Education; High Schools; High School Students; Interviews; Program Development; Secondary Education; *Student Attitudes; Superintendents; *Teacher Attitudes; Vocational Directors; *Vocational Education

ABSTRACT

A study evaluated the role of three curriculum foundational areas--philosophical, sociological, and psychological--with particular emphasis on the philosophical basis for curriculum planning. Impressions on curriculum were gained from the literature and from practitioners. Interviews were conducted with a state director of business and office education, superintendent, curriculum director, director of vocational education, principal, business education department chairman, business education faculty member, parent, and student. The instrument used was "What Do You Believe?," 15 statements of ideas expressed in educational literature pertaining to a line of action for curriculum improvement. Reactions to six statements were in strong agreement. The functioning philosophy of participants would, therefore, include those statements dealing with exposing students to what man knows and does not know, personalized curriculum, benefits of learning from peers and groups, learning difficulties beginning in disturbed home relationships, limits of the subject-matter patterns of organization, and encouragement of developing creative thinking. A statement dealing with a uniform policy of increased homework would be discarded because of strong disagreement. The remaining eight statements would require additional discussion and clarification. A comparison of the school district or high school's expressed philosophy with the individual's functioning philosophy was consistent for all participants. (The instrument and participant responses are appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215087

THE PHILOSOPHICAL, SOCIOLOGICAL, AND PSYCHOLOGICAL FOUNDATIONS OF CURRICULUM

Prepared by

Dr. Steven Golen, Chairman
Dept. of Business Communications
and Office Systems
College of Business Administration
Louisiana State University
Baton Rouge, LA 70803

CE031445

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Steven Golen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE PHILOSOPHICAL, SOCIOLOGICAL, AND
PSYCHOLOGICAL FOUNDATIONS OF CURRICULUM

ABSTRACT

Probably one of the most difficult things an educator has to accomplish is to relate theory to practice, and the broad area of curriculum holds no exception. This study evaluates the role of three curriculum foundational areas--philosophical, sociological, and psychological, with particular emphasis on the philosophical basis for curriculum planning. In addition to this philosophical basis, interviews were conducted with a state director of business and office education, superintendent, curriculum director, director of vocational education, principal, business education department chairman, business education faculty member, parent, and student regarding their philosophical views of the curriculum. A comparison of their views with the expressed or stated philosophy of their representative areas (i.e., school district high school, and state department philosophy) was analyzed and found to be consistent for all participants.

TABLE OF CONTENTS

Chapter
I. INTRODUCTION....1

Statement of the Problem....1
Importance of the Study....2
Definition of Terms....2
Scope and Limitations of the Study....4
Organization of the Study....4

II. REVIEW OF THE LITERATURE....6

Philosophical Foundations....6
Sociological Foundations....16
Psychological Foundations....18

III. METHODS AND PROCEDURES....26

The Research Instrument....26
The Sample....26
Procedure for Data Collection....27
Statistical Procedures....27

IV. FINDINGS....28

Descriptive Analysis of "What Do You Believe?" Statements....28
Table 1: Statement Results - Percent....30
Comparison of the Expressed Philosophy with the Functioning Philosophy....32

V. SUMMARY AND CONCLUSIONS....41

Summary....41
Conclusions....42

APPENDIX A -- The Research Instrument....44

APPENDIX B -- Participant Responses Made to Statements During Interviews....48

FOOTNOTES....55

BIBLIOGRAPHY....61

THE PHILOSOPHICAL, SOCIOLOGICAL, AND PSYCHOLOGICAL FOUNDATIONS OF CURRICULUM

Chapter I

INTRODUCTION

Probably one of the most difficult things an educator has to accomplish is to relate theory to practice, and the broad area of curriculum holds no exception. The content and organization of the curriculum are based on foundations.[1] These foundations for curriculum, according to Albert I. Oliver, are built on the following:

(1) the philosophy behind educational decisions made,

(2) the society and its forces affecting education,

(3) the learner and how he learns.[2]

All three of these foundational areas are of great importance to an educator in the development of a concept of curriculum. A basic understanding of curriculum foundations will provide the basis for determining the direction of an educational program.[3]

Statement of the Problem

This research paper presents a study of the role of three curriculum foundational areas - philosophical, sociological, and psychological, with particular emphasis on the philosophical basis for curriculum planning.

Importance of the Study

Obtaining information on the foundational areas of the curriculum will result in the strengthening of one's concept of curriculum. Due to the writer's lack of practical experience in the secondary schools, the purpose is to gain some impressions on curriculum from the literature and from the practitioners.

Definition of Terms

The terms used in this study are defined as follows:

Behaviorism. "A school of psychology, which regards objective, observable manifestations such as motor and glandular responses as the key to an understanding of human behavior."[4]

Classical Conditioning. "Pavlovian conditioning in which conditioned and unconditioned stimuli are invariably paired until the conditioned reflex has been established."[5]

Connectionism. This is "essentially a stimulus response or association theory postulating the formation of neural bonds through strengthening of associations by various laws of association, particularly the law of effect."[6]

Curriculum Foundations. "The consideration of educational programs and policies in the light of an interdisciplinary endeavor involving philosophical, psychological, sociological, historical, and anthropological understandings."[7]

Existentialism. "The theory in modern philosophy that man has no fixed nature and that he shapes his being by the choices he makes as he lives."[8]

Expressed (Stated) Philosophy. The written philosophical belief of a particular school district or high school.

Functioning Philosophy. The actual practices as demonstrated by the individuals of a particular school district or high school.

Gestalt-Field Theory. "A theory of learning that emphasizes response to wholes or the effect of the whole upon the response to a part."[9]

Idealism. "Broadly, any system of thought or practical view emphasizing mind or spiritual reality as a preeminent principle of explanation."[10]

Mental Discipline. "The theory that the mind has a number of distinct and general powers and faculties, such as memory and will power, which can be strengthened by appropriate exercise."[11]

Neo-Thomism. "A modern philosophical movement in the Roman Catholic Church."[12]

Philosophical Foundations of Curriculum. "Those elements of philosophy which have a bearing on choices made in regard to the purposes and content of the schools."[13]

Philosophy. "An integrated personal view that serves to guide the individual's conduct and thinking."[14]

Philosophy of Education. "Any philosophy dealing with or applied to the process of public or private education and used as a basis for the general determination, interpretation, and evaluation of educational problems...."[15]

Pragmatism. "The position holding that an idea which

works or is personally satisfying is therefore true."[16]

Psychological Foundations of Curriculum. "Those understandings gained from psychology which have a bearing on the learning process."[17]

Realism. "A philosophy holding that the aim of education is the acquisition of verified knowledge of the environment and adjustment to the environment."[18]

Reinforcement. "The strengthening of a conditioned response by reintroducing the original unconditioned stimulus."[19]

Social Foundations of Curriculum. The influence of institutions and forces that make up the culture on the school program.[20]

Scope and Limitations of the Study

The report is limited in that it was meant to find the reactions of selected individuals at the secondary school level in a large metropoliton area. Four high school districts and a state department of education were represented in the study.

Organization of the Study

Chapter I presents the Problem, Importance, Definition of Terms, and the Scope and Limitations of the Study.

Chapter II presents a review of the literature related to the implications of the philosophical, sociological, and psychological foundations of curriculum.

Chapter III describes the methods and procedures. Included is the description of the instrument, the sample,

and the data collection and statistical procedures.

Chapter IV reports the results of the responses to the statements and a comparison of the expressed philosophy with the functioning philosophy.

Chapter V summarizes and presents conclusions for this study.

Chapter II

REVIEW OF THE LITERATURE

The related literature for the study was divided into three major areas - philosophical, sociological, and psychological foundations with their implications for curriculum.

Philosophical Foundations

The development of a philosophy of education is extremely important because it undergirds all of the curriculum foundational areas.[21] The Policies and Standards for Approval of Secondary Schools Commission on Secondary Schools, North Central Association states that:

> A school shall be judged, insofar as it is possible, in terms of its stated philosophy, provided that its philosophy is in harmony with the educational needs of its students, its community, and the nation.[22]

The statement of philosophy, in essence, "attempts to define the nature of a good life and a good society."[23] However, Dupuis and Nordberg contend that a "philosophy cannot live the good life for us, but it can help us to know what the good life is."[24]

How does a school system develop a statement of the philosophy of education? Milligan asserts that the philosophy should be developed by all persons concerned - teachers, students, parents, and the community.[25] Oliver states that

"philosophy-making is essential to curriculum making, since philosophy is that body of general principles or beliefs underlying any educational system and its program."[26]

Hagen and Skeel list five categories which should be considered in the statement of philosophy, and they are as follows:

(1) child growth and development

(2) theories of learning

(3) societal pressures

(4) basic values of American education

(5) philosophical position[27]

Oliver discusses three approaches to the development of a philosophy which are as follows:

(1) List various practices in the school and then examine them for their underlying assumptions.

(2) Listing elements from the expressed philosophy and then comparing the list against various practices to note which areas are consistent and which are inconsistent. If there is a divergence between the two, there are two lines of attack:

   (a) rethink the philosophy and then restate it in terms of desired practices, or

   (b) assume that the philosophy is the one desired and examine practices that seem to be inconsistent.

(3) Make a study of the faculty in terms of certain key beliefs. Those beliefs in strong agreement will be written into the philosophy, and those strongly rejected are to be discarded. Those beliefs on which the faculty are evenly divided should be discussed further and eventually clarified.[28]

Milligan, upon completion of her study of the relationship between the professed philosophy and the suggested educational experiences, notes that:

> When a philosophy of education has been formulated,...and stated as a central guiding element for the curriculum problem as a whole, its application will promote a more consistent relationship between the guiding philosophy and the suggested experiences....[29]

John Roman contends that a sound educational philosophy "will permeate all teaching activities" and that "it is mandatory that a very definite idea and understanding of the philosophy and objectives exist in the minds of all who are involved in the educational activity."[30]

Van Cleve Morris identifies the importance of a philosophy of education. He states that:

> With a well-thought-out theory or philosophy of education, an individual knows what he is doing and why....The truly professional teacher is the individual who tempers and re-directs native impulses with the rational theory of his craft....[31]

Therefore, in the development of curriculum, once a philosophy of education has been formulated, goals are determined based on the philosophy. Specific objectives are developed from the goals, and learning activities are identified to carry out the objectives. Evaluation is the final step, but it is a continuous process which may precede some of the other stages. Oliver's model of this process is the following:[32]

Philosophy ⟷ Goals ⟷ Objectives ⟷ Activities ⟷ Evaluation

Finally, Rose Wickey, Director of Curriculum Development, Kansas City Public Schools, asserts that:

> In the continuous process of curriculum revision, it is especially essential that philosophies appear and change and grow, for they set the goals of educational endeavor and service as a means of guiding and evaluating practice.[33]

In this next section of the Philosophical Foundations, the writer will briefly discuss five basic philosophies and their implications for curriculum. The five philosophies are idealism, realism, neo-thomism, existentialism, and pragmatism.

Idealism

"Where have we come from? Where are we headed?" These questions, according to the idealist, are the "central questions in life; and they should become the central focus of the curriculum of the school."[34] Idealism had its beginnings with the writings of Plato.[35] The idealists claim that "the heart of reality is found in thought or reason, and reason is absolute."[36] Herman H. Horne, a proponent of idealism, asserts that "truth is unchanging and absolute;" and "ideas are not true because they work, but work because they are true."[37]

John Marshall, in his writings concerning the teacher and his philosophy, states that the idealist views the teacher in the educative process as having the most important role.[38] The student moves nearer to the ideal "through the emulation of his teacher and through following his teacher in the discussion of ideas."[39] Thus, the preferred methods of teaching are based on lecture and discussion.[40]

To the idealist, the subject matter is concerned with

the Ideal man and Ideal society. Books are the sources of the subject matter of ideas. Therefore, to understand society and life one must study history, and to understand man one must study literature and the humanities.[41] Dupuis and Nordberg cite Herman H. Horne in which he contends that:

> ...curriculum-building should start by the character of an ideal man and that of an ideal society. Then teach whatever contributes to these goals....Intellect, emotion, and will must be developed - some science, some art, and some volition.[42]

Van Cleve Morris states that in most high schools the subject matter of ideas is considered to be more important and rank higher than the subject matter of physical things.[43] He also suggests that there is a kind of hierarchy of subjects throughout the curriculum which are as follows:

> (1) Ideas and Concepts. These subject matters are generally speaking,...mathematics, the languages, and history.
>
> (2) Sciences. Though they search for certainty and permanent truth, never seem to reach it because all science by definition is inextricably embedded in the physical world of indeterminacy and change.
>
> (3) Technical and Manual Subjects. These are home economics, wood shop, arts, crafts, and driver training. They are relatively less concerned with the theoretical and conceptual, stressing primarily tactics and techniques.[44]

Realism

Realism was "developed as a reaction to idealism. The notion that the real and true world existed only in the mind of man...was repugnant to some thinkers."[45] The realist, according to John Marshall, claims that the:

> ...primary educational aim is to teach those

> things and values which will lead to the good life. But, for the realist, the good life is equated with one which is in tune with the overarching order of natural law.[46]

These laws are not learned in literature and history, but are learned through the direct study of nature. This is associated with the subject matters of science - biology, zoology, botany, geology, chemistry, physics, and astronomy.[47] In this process, the teacher is a guide. "The real world exists, and the teacher is responsible for introducing the student to it."[48] In order to accomplish this, the methods used would be lecture, demonstrations, and sensory experiments.[49]

Milton C. Froyd, as summarized by Rucker Hennis, sets forth six implications of the realistic philosophy for education, and they are the following:

(1) All broad educational objectives should be focused in the communication of a scientifically determined body of knowledge. The education of the immature would consist of an induction into the established world of knowledge.

(2) The curriculum would be determined in advance by the most competent experts. Therefore, the teacher and the child would be under the dominance of the subject-matter specialist.

(3) Because the product, or knowledge, is preferred to process, the curriculum would become rigidly subject-centered. Provisions for individual experiences has no determining place in the learning process.

(4) The curriculum would become mandatory, and authoritative discipline would be a necessity.

(5) No process for learning has been presented by the realists, but such a philosophy would imply that knowledge and skills are to be viewed as specific learning to be memorized.

(6) The status quo would tend to become fixed.[50]

In the realist curriculum, one will find something old and something new, and "it will have its permanent and changing aspects."[51] Also, one should note that the student must first master the essentials which the previous generations have designated truths worth knowing; then the "student should be encouraged to go beyond that required in the basic curriculum."[52] Thus, Tom Venable states that "the child is a seeker of wisdom with a natural appetite for learning."[53]

Dupuis and Nordberg claim that realism dominates many of the college-preparatory secondary schools, and that the scholarship and college-entrance examinations are realistic in its orientation and content.[54]

Neo-Thomism

The neo-thomist have two categories - the ecclesiastical and the lay. The ecclesiastical neo-thomist includes a great deal of religious and liturgical material in their school program. "The Holy Scriptures, the Catechism, and the explanatory materials on Christian doctrine and dogma necessarily play a large and significant role in curricular organization of Catholic parochial schools."[55]

Rucker Hennis cited William McGucken's identification of three essentials in the philosophy of a Catholic Education, and they are as follows:

(1) Nature of man. Since the whole theory of Catholic Education is dependent upon the Catholic doctrine regarding man, his nature and supernatural destiny, the whole concept of education is meaningless unless the teaching relative to the supernatural is grasped.

(2) Nature of truth. Truth exists and can be

> attained by the human mind. There are some supernatural truths, however, which the mind cannot know unaided, and for this revelation is needed.
>
> (3) Agencies for education. The school, family and church have the duty to educate the child. Any educational system that does not impart the Catholic dogma is not acceptable.[56]

The lay neo-thomist contends that there is a "necessity in a democratic community for scholastic and academic freedom for both teacher and student."[57] The major proponents of this philosophy were Robert Maynard Hutchins and Mortimer J. Adler, and they protested the "anti-intellectualism" in the schools.[58] The "cultivation of the intellect" was recommended by Hutchins, and that "the principal aim of education must be intellectual."[59]

In the curriculum, the focus is on subject matters of mathematics and foreign languages, because they "have a disciplinary effect on the mind by virtue of their internal form."[60] The student is provided reasoning and memory exercises; and through the use of rigorous mental calisthenics, is subjected to a higher level of thinking ability.[61]

Existentialism

According to Van Cleve Morris, the "existence 'originates' in the inner self of man because it is here the the primal cognition of the idea first occurs."[62] The existentialists wish to exert the power of choice.[63] Dupuis and Nordberg contend that in the curriculum:

> ...great freedom of choice would be encouraged. After all, 'man is freedom' - he is not granted freedom by some authority. Therefore, the student should select those areas of knowledge with which he feels personally involved and through which he can best develop his own potentialities, his own being or existence.[64]

Specific subject matter in the arts, which include music, painting, poetry, and creative writing, and ethics, philosophy, and religion would get preferential treatment in the curriculum.[65]

Curricular changes such as the "free school movement," and the open classroom are examples of innovations which emphasize the student's choice and self-activity.[66]

Pragmatism

"The philosophy of pragmatism is based on the understanding that a major characteristic of life is change."[67] Harold Johnson states that "pragmatism is considered to be the major philosophy developed primarily by American influence," and it originated in America with Charles S. Peirce.[68]

Pragmatists attempt to provide educational opportunities which are based on "a concept of universe which is in a state of continual change."[69] I. L. Kandel contends that "the pragmatist views the world as precarious and changing with characteristics which are not fixed or certain, a world which is not static but dynamic."[70]

Van Cleve Morris asserts that "the environment of the school should be of ongoing experience, a living circumstance, in which ideas and truths are tested in action."[71] Theodore Brameld, a proponent of pragmatism, identifies the importance of experiences in the educational process by stating that:

> ...they conceive the educative process as the myriad experiences of individuals who learn only as they live these experiences....72

According to John Marshall, "...the curriculum is learner-centered; it changes and shifts as the needs of the learners vary...."[73] The curricular aims of individual growth and

democratic social competence were important to the pragmatist because they "reflect the emphasis on individual experience and democratic decision making."[74]

Dupuis and Nordberg list eight characteristics of the pragmatist's curriculum that can be detected at all educational levels, and they are as follows:

(1) It is centered around student activities rather than subject matter.

(2) Current problems and issues are considered most important: the study of the past is of use only insofar as it might facilitate the solution of current problems.

(3) The remote goal of the study of current problems is the control of future events.

(4) The needs and interests of students are given precedence over the prescriptions of adult society.

(5) All activities should have a social as well as individual purpose.

(6) Democratic planning, learning, and cooperation are essential attributes of any curriculum at all educational levels.

(7) Vocational subjects are given a status equal to that of the formal academic studies.

(8) Constant change and revision in the curriculum must accompany changes in the physical and social universe.[75]

John Dewey, who was the leading exponent of pragmatism, felt that truth "was changeable as man because it evolved with him."[76] Rucker Hennis states that Dewey was:

> ...like a scientist; he regarded none of his findings as fixed, planned or permanent. The universe was in a state of constant flux, and to attempt to explain its mysteries with concise data about absolute verities was impossible.[77]

Sociological Foundations

"To a considerable degree social foundations determine the curriculum which in turn reflects the undergirding society."[78] Schools were established by social groups in order to maintain the survival of the cultural heritage.[79]

Saylor and Alexander comment on the fundamental obligation of the school as a social instrument. This obligation:

> ...is to achieve the goals that citizens have in mind as they establish and operate the schools. These aims, in general terms, comprehend the transmission of the culture of the society and aspirations, and modes of behavior so that not only will these unique characteristics of a social group as well as the integrity of the society itself be perpetuated, but the conditions of the life of the social group will be improved....[80]

The cultural bases of the curriculum as identified by Saylor and Alexander consist of the following:

(1) Teachers themselves are participants in the society and usually have been thoroughly educated in the culture of the group for whom they plan a school program.

(2) The school will inculcate the values, ideals, beliefs, traditions, and mores of the social group.

(3) The school educates its pupils to live in a particular society at a particular time in its group life.

(4) The culture shapes pupils' development and personality, and determines their educational needs.

(5) Curriculum planning and teaching should take account of the social as well as the innate aspects of pupil motivation.

(6) The relative importance of the knowledge, understandings, and concepts to be learned by the young is culturally determined.[81]

In dealing with the curriculum, one needs to be

conversant with the current social issues. One should note that individual perceptions of the nature and relative importance of the social issues are based upon one's value commitments.[82]

Robert Zais identifies the following current social issues which are not in any order of priority:

(1) Discrimination, racism, minority rights, and integration

(2) Poverty

(3) Pollution and the environment

(4) Urbanization and metropolitanism

(5) War and peace

(6) Women's rights

(7) The energy crisis in oil, uranium, and other finite fuels

(8) The world population problem

(9) The world food crisis

(10) Crime and violence

(11) New attitudes toward sexual latitude

(12) The use of drugs (including alcohol) and drug abuse.

(13) Moral integrity, honesty in government, the American "moral crisis"

(14) The right to privacy (dangers inherent in electronic surveillance, credit company dossiers, etc.)

(15) Growth of technology (computers, television, and other technology that alters modes of living)

(16) The role of religion in mass technological society

(17) The increasing influence of bureaucracies

(18) The "youth culture"

(19) Individual (including students') rights

(20) The rise of multinational corporate industry[83]

Along with the relationship of the social group to the schools, cultural bases, and the social issues, one should also be familiar with types of knowledge, insights, and understandings about society. Saylor and Alexander enumerate seven areas which deal with this concept, and they are as follows:

(1) The fundamental beliefs, values, and moral principles of the American people.

(2) The mores, traditions, expectations, and value patterns of the citizens of a school community.

(3) The philosophy, points of view, and recommendations on education of pertinent professional, civic, and patriotic organizations, and of leading authorities and officials in the field of education.

(4) Social, economic, and political conditions.

(5) The home and family situation of pupils.

(6) Legal mandates, requirements of superior agencies, and admission requirements of colleges, universities, and other post-secondary educational institutions.

(7) The psychology and sociology of cultural change.[84]

Psychological Foundations

Notions of how students learn will have an affect on the shape of the curriculum.[85] "For it is learning itself that is the stated purpose of the entire educational enterprise. No learning, no education!"[86]

Harold Johnson developed eight questions which were

designed to show relationships between a learning experience and psychological foundations. These questions and a brief discussion are as follows:

(1) Does the physiological development of the learner influence the curriculum?

There are two areas of interest....First, there is a relationship between the physical condition of the body and learning....Second, the nervous system is involved in the physiological makeup of the body. Yet, the motor and sensory nerves are the vehicles used in regard to the psychological and physiological makeup of the learner.

(2) Does the age of the learner influence the curriculum?

Understandings regarding the psychological and educational competencies of learners in particular age groups have led to the structuring of the curriculum on an age-grade basis....

(3) Does the mental development of the learner affect the curriculum?

There is evidence available to indicate that the mental development of the learner occurs in what could be characterized as stages in the same sense that the physical development of the learner occurs in stages....

(4) Do problems of the learner influence the curriculum?

The development of guidance programs in schools is probably a result of a realization that problems of learners do influence the curriculum....

(5) Do the interests of the learner influence the curriculum?

The findings in psychology indicate that the interests of the learner are crucial in determining the effectiveness of learning. Further studies have shown that children are more prone to be interested in certain types of activities at certain age levels than they are at others....

(6) Do the needs of the learner influence the curriculum?

> Knowledge in the field of psychology indicates that there are needs that all youngsters have in common, though they may not have these to the same degree....

(7) Should the curriculum be analyzed to determine the extent to which it provides for rewards or punishments for the learners?

> ...Generally, the learner responds better when rewards are emphasized than when punishment is emphasized....

(8) Should there be concern for the extent to which a group of learners can learn and use symbols and concepts in developing the curriculum?

> ...Attempts have been made by researchers to ascertain the age and developmental level at which a youngster can perform certain kinds of tasks or master generalizations or concepts....[87]

In working with the curriculum, one should be familiar with the various theories of learning. Morris Bigge points out three basic families and their representative theories of learning. The three families are the mental discipline, behavioristic, and the Gestalt-Field family.[88] The writer will briefly discuss curricular implications of some of the representative theories.

Mental Discipline

Mental discipline is also referred to as faculty psychology or mental states.[89] According to this theory, "...the mind is thought of as being composed of several functions, such as reasoning, memory, judgment, etc.;" thus "learning became a matter of exercising these various functions or faculties of the mind."[90] The content of the curriculum

was generally "...chosen on the basis of how well it would discipline and exercise the mind, rather than because of its value in the life of the student."[91] The following are some commonly expressed statements that imply the mental discipline theory:

(1) Interesting or not, they need this material.

(2) Math teaches reasoning.

(3) Everyone should take a foreign language.

(4) Memorize the Gettysburg Address.

(5) We need more solid subjects and fewer frills.[92]

Behavioristic

The behavioristic family is sometimes referred to as classical associationism.[93] The writer will discuss three theories in this family - connectionism, behaviorism, and reinforcement.

(1) Connectionism

"Connectionism is a theory of learning based on the connection of the various elements of the nervous system in causing behavior."[94] Edward Thorndike, who advanced this theory, and other connectionists:

> ...advocate subdividing curriculum content and activities into their most elementary components and arranging them in a sequence that allows for complex learning to be acquired by the additive process of stamping in contributory S-R connections.[95]

Thorndike formulated three laws of learning, and they are as follows:

(1) Law of effect. The law of effect is the

> strengthening or weakening of a connection based on the consequences brought about by the connection.
>
> (2) Law of readiness. The law of readiness is an aspect of the law of effect. It has to do with the tendency of the physiological neurons to operate or to "conduct" in order for connections to be made.
>
> (3) Law of exercise. The law of exercise relates to repeating or failing to repeat a connection.[96]

This theory advances the use of drill and repetition, and that "...experiences are selected on the basis of their securing a satisfying reaction from the learner."[97]

(2) Behaviorism

J. B. Watson and Edwin Guthrie were advocates of this theory. Specifically, Watson "...was greatly influenced by the work of Pavlov and accepted his model of classical conditioning as the explanation for learning."[98] Learning, according to Watson, is a matter of classical conditioning involving a limited number of reflexes that people acquire at birth.[99]

Guthrie's law of learning states that "...if a person has performed once in response to some stimulation, he will respond again in an identical fashion if the stimulus is repeated."[100] The major curricular task would involve the arrangement "...for the desired response to occur in the presence of the appropriate stimuli."[101]

Robert Zais, in discussing Guthrie's theory, asserts that:

> ...the curriculum will consist of cues or stimuli that elicit desired behavior patterns. This means that students learn by doing: they learn to read by reading and to write by writing; and if curriculum goals call for skills in adjusting

> carburetors, then carburetors must be available for students to adjust....[102]

(3) Reinforcement

B. F. Skinner's Operant Conditioning deals with reinforcement in learning. The link in learning is formed between response and reinforcement. If the "...response is reinforced, the probability increases that it will be repeated."[103]

Regarding Skinner's point of view, Robert Zais states that:

> ...our present custom of having a single teacher guide 25 or 30 students through the curriculum at the same time is highly inefficient. In the first place, students learn at varying rates so that the teacher's pace may be too slow for some and too rapid for others....Obviously, for learning to be efficient, each student, like each laboratory animal, must be individually conducted through the curriculum.[104]

Zais also notes that programmed instruction, teaching machines, computer assisted instruction, and behavior modification are educational developments that subscribe to the Skinnerian principles of learning.[105]

Gestalt-Field

"The Gestalt or field psychology is primarily concerned with the analysis of perceptual fields which are considered to be primary wholes."[106] Harold Johnson states that according to this theory:

> ...a learning situation is taken as a problem situation. The learner perceives the problem as he focuses his experiential background upon the problem situation. In viewing the learning situation, the learner perceives a likely solution and tries that solution. Through such experiences the learner develops insight.[107]

Robert Zais cited Hilgard and Bower's commonly accepted principles of learning which can be utilized as a basis for curriculum planning. These principles are as follows:

(1) The learner should be active, rather than a passive listener or viewer.

(2) Frequency of repetition is important in acquiring a skill such as typing, playing the piano, or speaking a foreign language.

(3) Repetition should take place under conditions in which correct responses are rewarded (reinforcement).

(4) Motivational conditions are important for learning.

(5) Conflicts and frustrations in learning situations must be recognized and provisions must be made for their resolution or accomodation.

(6) Learning problems should be presented in a way that their structure is clear to the learner.

(7) The organization of content is an important factor in learning and is an essential concern of the curriculum planner.

(8) Learning with understanding is more permanent and more transferable than rote learning.

(9) Goal setting by the learner is important as motivation for learning.

(10) The learner's abilities are important, and provisions should be made for differential abilities.

(11) The learner should be understood in terms of the influences that have shaped his development.

(12) The anxiety level of the individual learner is a factor affecting learning. With some kinds of tasks high-anxiety learners perform better if not reminded of how well or poorly they are doing, while low-anxiety learners do better when interrupted with comments on their progress.

(13) The organization of motives within the individual

is a factor that influences learning.

(14) The group atmosphere of learning (competition versus cooperation, authoritarianism versus democracy, etc.) will affect satisfaction in learning as well as the products of learning.[108]

Chapter III

METHODS AND PROCEDURES

The Research Instrument

The instrument used in this study was Albert I. Oliver's "What Do You Believe?" (See Appendix A).[109] The instrument consists of fifteen statements of ideas expressed in educational literature pertaining to a line of action for curriculum improvement. Each statement is answered as either agree, disagree, or undecided, and there is space for a comment regarding the statement.

The Sample

The sample consisted of nine individuals from four high school districts and a state department of education in a large metropoliton area. The nine individuals were representative of the following categories:

(1) State Director of Business and Office Education

(2) Superintendent

(3) Curriculum Director

(4) Director of Vocational Education

(5) Principal

(6) Department Chairman - Business Education

(7) Faculty - Business Education

(8) Parent

(9) Student

Procedure for Data Collection

Data collection procedures for this study involved calling and making appointments with an individual from each of the nine representative categories.

Except for the student and parent, each individual was contacted by telephone. During the telephone conversation, the nature and purpose of the research project was explained, and a personal appointment was made. The student contact was made by a teacher in a particular high school district, and the parent was contacted in person by the writer.

The writer chose to utilize the personal interview which provided a degree of control over the statement responding process.[110] The personal interview process allowed the respondent to understand the statement and the interviewer to understand the response. Therefore, interpretive errors were reduced.[111] The respondents were assured that no names would be identified.

Statistical Procedures

A simple percentage matrix would be utilized to analyze the responses to the statements.

Chapter IV

FINDINGS

Descriptive Analysis of "What Do You Believe?" Statements

Fifteen statements were developed by Albert I. Oliver, and each statement required one of three responses - agree, disagree, or undecided. Individual reactions to the following fifteen statements were evaluated:

(1) We should give students broad exposure to what man doesn't know as well as what he does know.

(2) The curriculum should be personalized for each pupil rather than formulated for a typical age or grade group.

(3) Students learn from each other and from the climate of the group.

(4) Ideas should be learned chiefly for the extent to which they can be applied in daily life situations.

(5) The major task of the school is fostering personality growth of the child.

(6) Generally, learning difficulties begin in disturbed home relationships.

(7) There should be a uniform policy of increased homework.

(8) The cultivation of the intellect is the same goal for all men in all societies.

(9) Schools cannot meet the challenge of today and tomorrow if they limit themselves to the subject-matter patterns of organization.

(10) The school is essentially a center for dispensing information.

(11) Education is the processing of the young for adult tasks.

(12) There is an inherent "structure" underlying each discipline and each subject-matter area.

(13) The process of learning is more important than what is to be learned.

(14) Freedom from the restrictions of habitual response represents an obvious factor in developing creative thinking.

(15) In a democracy the school should place most emphasis upon helping to prepare students to participate in the reconstruction of society.

The total reactions to each statement are presented in Table 1 on page 30 as a percentage of one-hundred. Based on the diverse representation of the participants, and the structure of the study, it would be difficult to draw any definitive generalizations. However, the implication for utilizing a format such as this would be extremely valuable in formulating a meaningful statement of philosophy which emcompasses the major beliefs of all those involved in curriculum.[112] First of all, statements would be developed, such as Oliver's, and given to the curriculum committee or other interested parties for one's reaction. For those beliefs which there is strong agreement, these can be written into the philosophy. For those beliefs which there is strong rejection, these can be discarded. Those beliefs which are fairly evenly divided can be brought before the group for additional discussion and clarification. Once this process has been completed, the committee proceeds to formulate a meaningful statement of philosophy.[113] An important point to remember regarding the formulation of a list of statements

Table 1: Statement Results - Percent

Statement[a] Number	Agree	Disagree	Undecided	Total
1	89	-	11	100
2	89	-	11	100
3	100	-	-	100
4	44.5	44.5	11	100
5	33	67	-	100
6	78	22	-	100
7	-	100	-	100
8	33	67	-	100
9	89	11	-	100
10	33	67	-	100
11	33	56	11	100
12	56	22	22	100
13	67	33	-	100
14	78	11	11	100
15	45	22	33	100

[a]Specific statements are presented on pages 28 and 29.

as stated by Oliver is as follows:

> As in the formulation of any checklist, the selection of items can influence the results; it is important therefore to give careful attention to this selection process....[114]

Based on the above premise, the reactions to statements one, two, three, six, nine, and fourteen would be considered as those in strong agreement. These statements dealt with exposing the student to what man knows and doesn't know; personalized curriculum; benefits of learning from both peers and groups; learning difficulties beginning in disturbed home relationships; limits of the subject-matter patterns of organization; and the encouragement of developing creative thinking.

The only statement that would be totally discarded because of strong disagreement would be number seven which dealt with a uniform policy of increased homework.

The remaining statements which include four, five, eight, ten, eleven, twelve, thirteen, and fifteen would require additional discussion and clarification. These statements dealt with learning ideas to apply in daily life situations; fostering personality growth as the major task of the school; cultivation of the intellect is the same goal for everyone; the school as a center for dispensing information; processing of the young for adult tasks; an inherent "structure" underlying each discipline and subject-matter area; process of learning more important than what is to be learned; and most emphasis in the preparation of students to participate in the reconstruction of society. Individual comments relative to

the fifteen statements appear in APPENDIX B on page 48.

Comparison of the Expressed Philosophy with the Functioning Philosophy

In this section, the writer will attempt to compare the expressed or stated philosophy of the school district or high school with that of the functioning philosophy of the individual participants based on their responses to the statements. This comparison will involve a subjective interpretation in identifying practices which are consistent or inconsistent with the expressed philosophy. Thus, the objective of this procedure will be to determine if the expressed or stated philosophy is also the functioning philosophy. In addition, many of the statements or implications of the statements were not addressed in every expressed philosophy.

State Director of Business and Office Education

This individual's functioning philosophy generally tends to be consistent with the expressed or stated philosophy. For example, the participant agreed with statement four which deals with learning ideas that can be applied in daily life situations. This seems to be consistent with the development of skills, attitudes, and knowledges needed in our technological society.

The agreement to statement nine, which deals with the schools not limiting themselves to the subject-matter patterns of organization, appears to be consistent with curriculum being responsive to the changing demands of the business world.

The greater importance of the process of learning rather than what is to be learned, which statement thirteen reflects,

was agreed upon and consistent with helping students develop skills, attitudes, and knowledges.

Statement fifteen was agreed upon and deals with helping to prepare students to participate in the reconstruction of society. This seems to be consistent with equiping the student to take a place in a highly mechanized society.

Superintendent

This individual's functioning philosophy generally appears to be consistent with the expressed philosophy. Specifically, the superintendent agreed with statement three which concerns the student learning from each other and from the climate of the group. This seems to be consistent with the importance of the interdependence of groups.

A disagreement to statement five, which reflects the fostering of personality growth of the child as the major task of the school, appears to be consistent with the improvement of basic skills as being most important.

Statement ten, which deals with the school as a center for dispensing information, produced a disagreement. This seems to be consistent with the development of an awareness of social, political, and economic realities and the development of a maturing sense of personal values.

An agreement to statement fourteen, which concerns the development of creative thinking, appears to be consistent with developing the ability to think clearly and helping the student become a whole person.

The only statment that tends to be inconsistent is

statement eleven which deals with education as the processing of the young for adult tasks. The superintendent disagrees with it; however, the expressed philosophy states that the most important work the school can do is to provide supervision and instruction of the youth - the future citizens.

Curriculum Director

The expressed philosophy of the school district appears to be consistent with the curriculum director's functioning philosophy. For example, the agreement to statement one, which concerns giving students broad exposure to what man does not know as well as what he does know, seems to be consistent with the ability to meet and deal with problems.

Statement two, which deals with a personalized curriculum, was agreed upon, and it tends to be consistent with provisions made for differences in interests and abilities.

Statement three concerns the students learning from each other and from the climate of the group. An agreement to this statement suggests the consistency with that of offering a wide program of co-curricular activities.

In statement nine, which deals with meeting the challenge of today and tomorrow by not limiting the schools to subject-matter patterns of organization, is in agreement. This appears to be consistent with the ability to meet problems which the students may face in a rapidly changing society.

Director of Vocational Education

This individual's functioning philosophy generally tends to be consistent with the expressed philosophy. Specifically,

an agreement to statement one, which deals with exposure to what man does and does not know, appears to be consistent with the student having opportunities to study problems of life in an effort to seek solutions.

Statement two, which concerns a personalized curriculum, was agreed upon, and it seems to be consistent with planning learning experiences to preserve the uniqueness and integrity of the student.

Students learning from each other and from the climate of the group, which statement three deals with, was agreed upon. This tends to be consistent with providing an opportunity to think and work as a member of a group and to learn to share and work with others.

An agreement to statement nine, which suggests the schools meeting the challenge of today and tomorrow by not limiting themselves to subject-matter patterns of organization, seems to be consistent with the student having the opportunity to modify the learning environment.

Statement thirteen, which concerns the process of learning being more important than what is to be learned, was agreed upon, and it appears to be consistent with providing experiences which lead students into decision-making abilities.

Freedom of habitual response helps to develop creative thinking, which statement fourteen deals with, was agreed upon, and it seems to be consistent with providing an opportunity for learning to take place through the process of inquiry and discovery.

The only statement which appears to be somewhat

inconsistent because of the undecided response is fifteen which concerns helping to prepare students to participate in the reconstruction of society. The expressed philosophy states that the school should provide learning which analyzes the pressures for change, and to develop an ability to judge change.

Principal

This individual's functioning philosophy generally appears to be consistent with the expressed philosophy. For example, an agreement to statement one, which deals with exposing students to what man knows and does not know, seems to be consistent with using critical thinking and good judgement in reaching decisions.

The curriculum being personalized, which statement two suggests, was agreed upon, and it tends to be consistent with providing a varied curriculum that fulfills diversified needs.

An agreement to statement three, which deals with students learning from each other and from the climate of the group, appears to be consistent with promoting social growth and adjustment.

In statement nine, which concerns the schools not limiting themselves to subject-matter patterns of organization, was agreed upon, and it seems to be consistent with coping with our rapidly changing society.

There seems to be an inconsistency in statement eleven which deals with processing the young for adult tasks. The principal disagrees with this statement; however, the expressed philosophy states that the student should be prepared for

useful and enlightened participation in our democratic society.

Department Chairman - Business Education

Generally, the department chairman's functioning philosophy tends to be consistent with the expressed philosophy. Specifically, an agreement to statement one, which suggests giving students exposure to what man does and does not know, seems to be consistent with helping students explore life.

An agreement to statement two, which deals with a personalized curriculum, appears to be consistent with serving the needs of the student.

Students learning from each other and from the climate of the group, which statement three suggests, was agreed upon, and it seems to be consistent with providing opportunities for success through social and recreational experiences.

In statement fourteen, which concerns freedom from habitual response representing a factor in developing creative thinking, was in disagreement, and it tends to be inconsistent with the student and staff working person to person in developing an atmosphere of mutual trust and respect.

The department chairman was undecided regarding statement fifteen. This statement deals with helping to prepare students to participate in the reconstruction of society, and it appears to be inconsistent with gaining the knowledge and skills necessary for a more responsible, creative, and productive role in society.

Faculty - Business Education

This individual's functioning philosophy generally appears to be consistent with the expressed philosophy. For example, an agreement to statement two, which suggests a personalized curriculum, seems to be consistent with a student being a unique person who needs particular, individual learning experiences.

Statement three, which deals with students learning from each other and from the climate of the group, was agreed upon, and it appears to be consistent with having the ability to work with others in cooperative enterprises.

An agreement to statement nine, which suggests schools not limiting themselves to subject-matter patterns of organization, tends to be consistent with providing an opportunity to be involved in varied learning experiences.

In statement fourteen, which deals with freedom from habitual response representing a factor in developing creative thinking, was agreed upon, and it appears to be consistent with having mutual communication and cooperation which leads to adjustments in the learning experiences.

This individual was undecided concerning statement eleven. This statement suggests processing the young for adult tasks, and it seems to be somewhat inconsistent with better equiping the students to meet the present and the future.

Parent

The parent's functioning philosophy tends to be consistent with the expressed philosophy. Specifically, an agreement to

statement two, which deals with a personalized curriculum, appears to be consistent with a student being a unique individual who needs particular and individual learning experiences.

An agreement to statement three, which suggests students learning from each other and from the climate of the group, seems to be consistent with the student having the ability to work with others in cooperative enterprises.

Statement nine, which deals with schools not limiting themselves to subject-matter patterns of organization, was agreed upon, and it appears to be consistent with providing the student with an opportunity to be involved in varied learning experiences.

In statement eleven, which concerns the processing of the young for adult tasks, was agreed upon, and it tends to be consistent with better equiping the students to meet the present and the future.

An agreement to statement fourteen, which suggests freedom from habitual responses as a factor in developing creative thinking, seems to be consistent with having mutual communication and cooperation which leads to adjustments in the learning experiences.

Student

The student's functioning philosophy appears to be consistent with the expressed philosophy. For example, statement one, which deals with exposing students to what man does and does not know was agreed upon, and it seems to be consistent with using critical thinking and good judgement

in reaching decisions.

In statement two, which concerns a personalized curriculum, was agreed upon, and it tends to be consistent with providing a varied curriculum that fulfills the student's diversified needs.

An agreement to statement three, which suggests students learning from each other and from the climate of the group, appears to be consistent with promoting social growth and adjustment.

Finally, an agreement to statement fifteen, which deals with emphasis upon helping to prepare students to participate in the reconstruction of society, seems to be consistent with preparing the students for useful and enlightened participation in our democratic society.

Chapter V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to gain some impressions on the curriculum from the literature and from the practitioners. Three curriculum foundational areas were examined - philosophical, sociological, and psychological.

A summary of the related literature pertaining to the foundational areas was contained in Chapter II. This chapter was divided into three sections - philosophical, sociological, and psychological foundations.

In Chapter III, the methods and procedures used in the study were explained. Responses of the participants were measured by using one instrument - Albert Oliver's "What Do You Believe?" A matrix was utilized to analyze the responses.

Chapter IV presented the responses as a percentage of one-hundred in a matrix form. Based on the responses, six statements were in strong agreement, and would be written into the philosophy. Only one statement would be discarded. The remaining eight statements would require additional discussion and clarification.

A comparison of the school district or high school's expressed philosophy with the individual's functioning philosophy generally was consistent for all participants. Very few inconsistencies were identified.

Conclusions

This research study provided the writer with some basic impressions on curriculum. There was so much to be gained from reviewing the literature relative to the foundational areas of curriculum. The writer was able to read about these areas and reflect on their general meanings and implications for curriculum. An effective educator, whether in the classroom or as a curriculum worker, has to be able to relate theory to practical things.

An important factor in developing a philosophy is to provide direction; it also affects the methods of teaching as well as the content of the curriculum. The writer was able to review philosophies from various school districts and high schools which gave further insight into their basic beliefs.

The personal contact with the nine individuals directly related to secondary education was extremely valuable. The writer not only was able to ascertain their basic beliefs regarding the curriculum, but was able to interpret subjectively whether or not their philosophy coincides with their school districts or high schools' expressed philosophy. Interestingly, each participant's functioning philosophy was generally consistent with the expressed philosophy.

There seems to be a commitment of these individuals to basically share the beliefs of their representative school districts or high schools. This shared belief provides a foundation on which programs are cooperatively developed to meet the needs of their students. Thus, the key to

professionalism is developing the curriculum out of a philosophy of education which integrates the thinking of many people.

The writer believes one should attempt to understand curriculum in terms of an emerging concept or working definition. The concepts will vary based on the purposes of a particular situation. What may work in one district may not work in another.

In becoming acquainted with the foundational areas of curriculum, the writer was exposed to a number of interpretations of what curriculum purports to be. One should take a global view of all the experiences a student encounters and bring it into a meaningful whole - the curriculum. The curriculum is much more than the formal courses. It includes all the activities under the guidance of the school. In other words, the curriculum is basically all that happens to a student during a course of a day. The student learns as a result of experiences with the teachers, peers, administration, guidance counselors, community, etc. All of these play an integral role in the development of an effective curriculum.

APPENDIX A

The Research Instrument

THE RESEARCH INSTRUMENT

ALBERT I. OLIVER, CURRICULUM IMPROVEMENT: A GUIDE TO PROBLEMS, PRINCIPLES, AND PROCESS, 2ND ED. (NEW YORK: HARPER & ROW, PUBLISHERS, 1977), pp. 96-97.

WHAT DO YOU BELIEVE?

Following are some ideas expressed in educational literature. Each one suggests a line of action for curriculum improvement.

1. We should give students broad exposure to what man doesn't know as well as what he does know.

   AGREE ( ) DISAGREE ( ) UNDECIDED ( )

   WHY?

2. The curriculum should be personalized for each pupil rather than formulated for a typical age or grade group.

   AGREE ( ) DISAGREE ( ) UNDECIDED ( )

   WHY?

3. Students learn from each other and from the climate of the group.

   AGREE ( ) DISAGREE ( ) UNDECIDED ( )

   WHY?

4. Ideas should be learned chiefly for the extent to which they can be applied in daily life situations.

   AGREE ( ) DISAGREE ( ) UNDECIDED ( )

   WHY?

5. The major task of the school is fostering personality growth of the child.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

6. Generally, learning difficulties begin in disturbed home relationships.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

7. There should be a uniform policy of increased homework.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

8. The cultivation of the intellect is the same goal for all men in all societies.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

9. Schools cannot meet the challenge of today and tomorrow if they limit themselves to the subject-matter patterns of organization.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

10. The school is essentially a center for dispensing information.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

11. Education is the processing of the young for adult tasks.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

12. There is an inherent "structure" underlying each discipline and each subject-matter area.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

13. The process of learning is more important than what is to be learned.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

14. Freedom from the restrictions of habitual response represents an obvious factor in developing creative thinking.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

15. In a democracy the school should place most emphasis upon helping to prepare students to participate in the reconstruction of society.

AGREE ( ) DISAGREE ( ) UNDECIDED ( )

WHY?

APPENDIX B

Participant Responses Made to Statements During Interviews

Participant Responses Made to Statements During Interviews

Statement Number 1. We should give students broad exposure to what man doesn't know as well as what he does know.

(1) Do we have the time to give them broad exposure.

(2) We must point out man doesn't know everything.

(3) If we limit them to what man knows, no progress will be made.

(4) One should open new horizons.

(5) I want my children to have an open mind to new studies and concepts.

Statement Number 2. The curriculum should be personalized for each pupil rather than formulated for a typical age or grade group.

(1) Instruction can be personalized much more than the curriculum.

(2) We have a formulated curriculum, but we try to individualize as much as we can.

(3) It should be personalized to the extent it can be controlled.

(4) Each student has individual differences.

(5) Is this possible for all?

Statement Number 3. Students learn from each other and from the climate of the group.

(1) Students have had limited experiences. Therefore, it is good for them to learn from each other.

(2) Peer groups are by far the strongest

influence on a student.

(3) Peer attitude is strong.

(4) Students learn from the various experiences they have had.

(5) The students do, and so do we all.

Statement Number 4. Ideas should be learned for the extent to which they can be applied in daily life situations.

(1) The curriculum has to be relevant and useful.

(2) How do you know when the ideas will be applicable?

(3) Students should learn survival skills for daily life situations. They also need a good reasoning or logic course.

(4) Ideas are learned for broader situations other than daily life.

(5) The students should learn ideas not only for day-to-day needs, but for future goals.

Statement Number 5. The major task of the school is fostering personality growth of the child.

(1) The home is very important also.

(2) The family and the community will also take care of molding personalities.

(3) This is one of the most important; however, other things are important as well.

(4) It is a combination of the school and the peer groups.

(5) The school develops more than personality. For example, they develop skills.

Statement Number 6. Generally, learning difficulties begin in disturbed home relationships.

(1) Ninety-five percent of behavior difficulties stem from the home. This has an impact on learning and motivation.

(2) One of the major reasons is parental apathy.

(3) No doubt about it. The basics of the problem usually reflects the relationship at home.

(4) Only one of a hundred reasons or causes.

Statement Number 7. There should be a uniform policy of increased homework.

(1) A uniform policy is not good. If the student is performing, there is no reason to increase the homework.

(2) There should be no uniform policy, but some teachers need to give more.

(3) It depends on the teacher. Some students need more and some need less.

(4) In some cases homework is not necessary.

(5) It depends on the teacher and the subject.

Statement Number 8. The cultivation of the intellect is the same goal for all men in all societies.

(1) Ideally, I would say yes. Practically, I would say no.

(2) If the goal of the individual is to improve one's intellect, I would agree.

(3) It should be, but I don't think it is.

(4) It should be, but it isn't.

(5) We must share and learn from all men.

Statement Number 9. Schools cannot meet the challenge of today and tomorrow if they limit themselves to the subject-matter patterns of organization.

(1) We must give the kids the tools to meet society.

(2) The students should know how to cope and handle change.

(3) One should not negate the importance of the subject matter.

(4) The basic elements are good, but we can make it more meaningful by broadening the curriculum.

(5) We must go beyond the coursework.

Statement Number 10. The school is essentially a center for dispensing information.

(1) We should teach the students to research and think.

(2) We need to help students relate to pertinent areas of skill getting and skill using.

(3) It is as presently constituted.

(4) It is a function, but they can learn outside the classroom.

(5) Even in a counseling situation one dispenses information.

Statement Number 11. Education is the processing of the young for adult tasks.

(1) The young should learn for today and not for the future.

(2) Education is now interested in the process not the product.

(3) It should be.

Statement Number 12. There is an inherent "structure" underlying each discipline and each subject-matter area.

(1) There are certain inherent patterns such as the "3-R's."

(2) There is no absolute.

(3) It is built into the science and math areas.

(4) There can be changes in the structure, and in some cases need to change.

Statement Number 13. The process of learning is more important

than what is to be learned.

(1) We should bring the learning process to awareness not knowledge.

(2) The students need to know how to learn and where to go for information.

(3) Today, we are looking at the process and not what is learned.

(4) Too many students that graduate can't read or write.

(5) Doesn't one depend upon the other?

Statement Number 14. Freedom from the restrictions of habitual response represents an obvious factor in developing creative thinking.

(1) We should not make the students say what the teacher wants, but rather let them say what they want to say.

(2) How are the students going to develop creative thinking skills?

(3) The students should have the freedom to think and learn as an individual.

Statement Number 15. In a democracy the school should place most emphasis upon helping to prepare students to participate in the reconstruction of society.

(1) We need to improve social awareness.

(2) We should teach to cope with the present and the future.

(3) The schools should place emphasis on values of what our society stands for. We should prepare the students to participate, and then change will come if they participate.

(4) The students need to cope with the present, and then change to survive in the future.

(5) A reconstruction of our present society is certainly needed. We need to progress toward returning to the real meaning of democracy - honesty in government, integrity,

a good economy, and a society we can be proud of.

FOOTNOTES

[1]Robert S. Zais, Curriculum: Principles and Foundations (New York: Thomas Y. Crowell Co., 1976), p. 15.

[2]Albert I. Oliver, Curriculum Improvement: A Guide to Problems, Principles, and Process, 2nd ed. (New York: Harper & Row, Publishers, 1977), p. 90.

[3]Ibid.

[4]Carter V. Good, ed., Dictionary of Education, 3rd ed. (New York: McGraw-Hill Book Company, 1973), p. 60.

[5]Ibid., p. 126.

[6]Ibid., p. 128.

[7]Ibid., p. 540.

[8]Ibid., p. 225.

[9]Ibid., p. 333.

[10]Ibid., p. 290.

[11]Ibid., p. 186.

[12]Ibid., p. 384.

[13]Harold T. Johnson, Foundations of Curriculum (Ohio: Charles E. Merrill Publishing Company, 1968), p. 29.

[14]Good, Dictionary of Education, p. 419.

[15]Ibid., p. 420.

[16]Johnson, Foundations of Curriculum, p. 102.

[17]Ibid., p. 39.

[18]Ibid., p. 103.

[19]Good, Dictionary of Education, p. 486.

[20]Johnson, Foundations of Curriculum, p. 57

[21]Zais, Curriculum: Principles and Foundations, p. 15.

[22]NCA Evaluation Manual (North Central Association, 1972), p. 1.

[23]Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: The University of Chicago Press, 1974), p. 34.

[24]Adrian M. Dupuis, and Robert B. Nordberg, Philosophy and Education: A Total View, 3rd ed. (California: Benziger Bruce & Glencoe, Inc., 1973), p. 7.

[25]Nancy Gertrude Milligan, Relationship of the Professed Philosophy to the Suggested Educational Experiences (New York: Bureau of Publications, Columbia University, 1937), p. 185.

[26]Oliver, Curriculum Improvement, p. 111.

[27]Owen A. Hagen, and Dorothy J. Skeel, The Process of Curriculum Change (California: Goodyear Publishing Co., Inc., 1971), p. 53.

[28]Oliver, Curriculum Improvement, p. 95.

[29]Milligan, Relationship of Philosophy to Educational Experiences, p. 185.

[30]John Roman, The Business Curriculum (Cincinnati: South-Western Publishing Co., 1966), p. 1.

[31]Van Cleve Morris, Philosophy and the American School (Boston: Houghton-Mifflin Co., 1961), p. 8.

[32]Oliver, Curriculum Improvement, pp. 91-92.

[33]Milligan, Relationship of Philosophy to Educational Experiences, p. 190.

[34]Morris, Philosophy and the American School, p. 91.

[35]Johnson, Foundations of Curriculum, p. 32.

[36]Rucker S. Hennis Jr., "The Philosophical and Psychological Foundations of the Core Curriculum in Educational Theory: 1918-1958." Ph.D. dissertation, University of North Carolina, 1961 (Ann Arbor Michigan: University Microfilms, Inc., No. 1708), p. 89.

[37]Ibid., p. 90.

[38]John P. Marshall, The Teacher and His Philosophy (Nebraska: Professional Educators Publications, Inc., 1973), p. 19.

[39]Johnson, Foundations of Curriculum, p. 32.

[40]Marshall, The Teacher and His Philosophy, p. 20.

[41]Ibid., p. 19.

[42]Dupuis and Nordberg, Philosophy and Education, p. 267.

[43]Morris, Philosophy and the American School, p. 50.

[44]Ibid., p. 51.

[45]Johnson, Foundations of Curriculum, p. 33.

[46]Marshall, The Teacher and His Philosophy, p. 32.

[47]Morris, Philosophy and the American School, p. 91.

[48]Marshall, The Teacher and His Philosophy, p. 32.

[49]Ibid.

[50]Hennis, "Philosophical and Psychological Foundations," p. 93.

[51]Dupuis and Nordberg, Philosophy and Education, p. 188.

[52]Ibid., p. 189.

[53]Tom C. Venable, Philosophical Foundations of the Curriculum (Chicago: Rand-McNally, 1967), p. 111.

[54]Dupuis and Nordberg, Philosophy and Education, p. 189.

[55]Morris, Philosophy and the American School, p. 94.

[56]Hennis, "Philosophical and Psychological Foundations," p. 98.

[57]Morris, Philosophy and the American School, p. 95.

[58]Hennis, "Philosophical and Psychological Foundations," p. 94.

[59]Ibid.

[60]Morris, Philosophy and the American School, p. 342.

[61]Ibid.

[62]Ibid., p. 101.

[63]Ibid., p. 102.

[64]Dupuis and Nordberg, Philosophy and Education, p. 256.

[65]Morris, Philosophy and the American School, p. 102, 317.

[66]Dupuis and Nordberg, Philosophy and Education, p. 256.

[67]Hennis, "Philosophical and Psychological Foundations," p. 13.

[68]Johnson, Foundations of Curriculum, p. 35.

[69]Hennis, "Philosophical and Psychological Foundations," p. 14.

[70]I. L. Kandel, American Education in the Twentieth Century (Cambridge: Harvard University Press, 1957), p. 108.

[71]Morris, Philosophy and the American School, p. 87.

[72]Theodore Brameld, Philosophies of Education in Cultural Perspective (New York: Holt, Rinehart, and Winston, 1955), p. 390.

[73]Marshall, The Teacher and His Philosophy, p. 59.

[74]Zais, Curriculum: Principles and Foundations, p. 149.

[75]Dupuis and Nordberg, Philosophy and Education, p. 154.

[76]Hennis, "Philosophical and Psychological Foundations," p. 48.

[77]Ibid.

[78]Johnson, Foundations of Curriculum, p. 57.

[79]Zais, Curriculum: Principles and Foundations, p. 15.

[80]J. Galen Saylor, and William M. Alexander, Curriculum Planning for Modern Schools (New York: Holt, Rinehart, and Winston, Inc., 1966), p. 84.

[81]Ibid., pp. 85-86.

[82]Zais, Curriculum: Principles and Foundations, p. 197.

[83]Ibid., pp. 197-199.

[84]Saylor and Alexander, Curriculum Planning, pp. 102-103.

[85]Zais, Curriculum: Principles and Foundations, p. 16.

[86]Kenneth H. Hansen, Philosophy for American Education (New Jersey: Prentice-Hall, Inc., 1960), p. 261.

[87]Johnson, Foundations of Curriculum, pp. 40-44.

[88]Morris L. Bigge, Learning Theories for Teachers,

3rd ed. (New York: Harper and Rowe, Publishers, 1976), pp. 8-9.

[89]Hennis, "Philosophical and Psychological Foundations," p. 188.

[90]Ibid.

[91]Johnson, Foundations of Curriculum, p. 45.

[92]Zais, Curriculum: Principles and Foundations, pp. 249-250.

[93]Ibid., p. 248.

[94]Johnson, Foundations of Curriculum, p. 45.

[95]Zais, Curriculum: Principles and Foundations, p. 263.

[96]Johnson, Foundations of Curriculum, pp. 45-46.

[97]Ibid., p. 46.

[98]Guy R. Lefrancois, Psychology for Teaching, 2nd ed. (California: Wadsworth Publishing Co., Inc., 1975), p. 26.

[99]Ibid.

[100]Ibid., p. 27.

[101]Zais, Curriculum: Principles and Foundations, p. 267.

[102]Ibid., p. 268.

[103]Lefrancois, Psychology for Teaching, p. 47.

[104]Zais, Curriculum: Principles and Foundations, p. 275.

[105]Ibid., p. 268.

[106]Hennis, "Philosophical and Psychological Foundations," p. 195.

[107]Johnson, Foundations of Curriculum, p. 47.

[108]Zais, Curriculum: Principles and Foundations, pp.291-292.

[109]Oliver, Curriculum Improvement, pp. 96-97.

[110]Donald S. Tull, and Gerald S. Albaum, Survey Research: A Decisional Approach (New York: Intext Educational Publishers, 1973), p. 142.

[111]Ibid.

[112]Oliver, Curriculum Improvement, p. 95.

[113]Ibid.

[114]Ibid., p. 96.

BIBLIOGRAPHY

Bigge, Morris L. Learning Theories For Teachers. 3rd ed. New York: Harper & Row, Publishers, 1976.

Brameld, Theodore. Philosophies of Education in Cultural Perspective. New York: Holt, Rinehart, & Winston, Inc., 1955.

Dupuis, Adrian M., and Nordberg, Robert B. Philosophy and Education: A Total View. 3rd ed. California: Benziger Bruce & Glencoe, Inc., 1973.

Edwards, Tryon, ed. The New Dictionary of Thoughts. United States: Standard Book Company, 1966.

Good, Carter V., ed. Dictionary of Education. New York: McGraw-Hill Book Company, 1973.

Hagen, Owen A., and Skeel, Dorothy J. The Process of Curriculum Change. California: Goodyear Publishing Co., Inc., 1971.

Hansen, Kenneth H. Philosophy for American Education. New Jersey: Prentice-Hall, Inc., 1960.

Hennis, Jr., Rucker S. "The Philosophical and Psychological Foundations of the Core Curriculum in Educational Theory: 1918-1958." Ph.D. dissertation, University of North Carolina, 1961. Ann Arbor, Michigan: University Microfilms, Inc., No. 1708.

Johnson, Harold T. Foundations of Curriculum. Ohio: Charles E. Merrill Publishing Company, 1968.

Kandel, I. L. American Education in the 20th Century. Cambridge: Harvard University Press, 1957.

Lefrancois, Guy R. Psychology for Teaching. 2nd ed. California: Wadsworth Publishing Co., Inc., 1975.

Marshall, John P. The Teacher and His Philosophy. Nebraska: Professional Educators Publications, Inc., 1973.

Milligan, Nancy Gertrude. Relationship of the Professed Philosophy to the Suggested Educational Experiences. New York: Bureau of Publications, Columbia University, 1937.

Morris, Van Cleve. Philosophy and the American School. Boston: Houghton Mifflin Co., 1961.

NCA Evaluation Manual, North Central Association, 1972.

Neff, Frederick C. Philosophy and American Education. New York: The Center for Applied Research in Education, Inc., 1966.

Oliver, Albert I. Curriculum Improvement: A Guide to Problems, Principles, and Process. 2nd ed. New York: Harper & Row, Publishers, 1977.

Olson, Willard C. Psychological Foundations of Curriculum. France: UNESCO Press, 1957.

Roark, Albert E., and Stanford, Gene. Human Interaction in Education. Boston: Allyn and Bacon, Inc., 1974.

Roman, John C. The Business Curriculum. Cincinnati: South-Western Publishing Co., 1966.

Saylor, J. Galen, and Alexander, William M. Curriculum Planning for Modern Schools. New York: Holt, Rinehart, and Winston, Inc., 1966.

Tull, Donald S., and Albaum, Gerald S. Survey Research: A Decisional Approach. New York: Intext Educational Publishers, 1973.

Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1974.

Venable, Tom C. Philosophical Foundations of the Curriculum. Chicago: Rand-McNally, 1967.

Zais, Robert S. Curriculum: Principles and Foundations. New York: Thomas Y. Crowell Co., 1976.